IPYET 2011
International Perspectives in
Youth Entreprenourship Training

Online Programme - Module 1
YOUTH DEVELOPMENT

Commonwealth Youth Programme
Regional Centre for Africa
COMMONWEALTH SECRETARIAT

International
Labour
Organization

Programme: IPYET 2011

Materials: Modules

Type: Discussion Papers

Title: IPYET Module 1: *Youth Development*

Contributors: Module 1.1: Introduction to Youth Development Practice
By **Andrew Tandeo**
Module 1.2: Creating an Enabling Environment: Youth Policy and Advocacy
By **Nellie Munala**

Editor: Victor Mensah

Copyrights: CC-BY-NC-SA
By COMSEC/ILO

Module Links: General: http://wikieducator.org/Ipyet/Youth_Development
1.1
http://wikieducator.org/Ipyet/Introduction_to_Youth_Development_Practice
1.2 http://wikieducator.org/Ipyet/Creating_an_Enabling_Environment_-_Youth_Policy_and_Advocacy

Pages: Module 1.1: *Pages 06 - 13*
Module 1.1: *Pages 14 -19*

A big welcome to you. This is the first of five modules on the IPYET 2011 Online programme. The first module sets the tone for all the discussions we will have during these sessions and the residential programme. Module 1 is therefore aptly titled – "Youth Development" because it attempts to discuss some of the fundamental questions. Let us try our hands (and minds) on a few questions that may be asked by some of the organisers of the IPYET programme for instance: why these participants – are they youth? Do they work with youth? Do they work for youth? Are they professionals working with youth or are they not? Will lessons they learn from this training be translated to young people in their constituencies? These and many more are the questions our partners may be asking.

> *So what are your own questions?*

Key Questions
By the time you finish your online discussions on this module, you should have explored various thoughts and questions:

1.   How do we define "youth"?
2.   What/who is youth?
3.   Are youth homogenous or heterogeneous?
4.   Who should work with young people?
5.   Who should NOT work with young people?
6.   Are there any barriers to effectively working in the youth development sector?
7.   What policies and programmes can effectively impact on these barriers/challenges?
8.   Can advocacy be used to ensure relevant policies and programmes to support youth development – particularly curb youth unemployment?

So what is Youth Development?
As a teaser, let us reflect on this a little bit more. Pittman, (1993, p. 8) defines this as *"...the on-going growth process in which all youth are engaged in attempting to (1) meet their basic personal and social needs to be safe, feel cared for, be valued, be useful, and be spiritually grounded, and (2) to build skills and competencies that allow them to function and contribute in their daily lives."*

According to the Centre for Youth Development and Policy Research (CYDPR), it is a process or journey and that it involves all of the people around a youth—family and community. A young person will not be able to build essential skills and competencies and be able to feel safe, cared for, valued, useful, and spiritually grounded unless their family and community provide them with the supports and opportunities they need along the way[1].

The four cardinal elements necessary for this "development" to happen are **people**, **programs**, **institutions**, and **systems**. They are meant to provide youth with the *supports*

---

[1] The Centre for Youth Development and Policy Research is an institute of the Academy for Educational Development (AED) http://cyd.aed.org/whatis.html

and *opportunities* they need to empower themselves. According to CYDPR, this may be in the form of:

- An adult who volunteers time to mentor or tutor a young person;
- A school that partners with community-based organizations to keep its doors open until 10 pm and provide all youth a safe, supervised place to be with homework support, activities, physical and mental health services;
- A leadership development program that offers rival gang members neutral territory where they can relate to one another as individuals and build skills;
- A city government that engages youth in the policy making process through youth councils and youth positions in government departments;
- A religious institution that provides youth access to computers and the necessary training; and
- A local business which employs youth in meaningful and relevant work.

> *Which of these examples fit you or your organisation or project?*

The test perhaps is not the quest for youth development. Young people will develop into "something" no matter your intervention. Your challenge as a youth development practitioner however may be to inject that QUALITY into the development process of the youth. How do you achieve quality youth development and not just any development?

The University of Minnesota provides eight keys to quality youth development as a guide to all practitioners:[2]

1. Youth Feel Physically and Emotionally Safe
2. Youth Experience Belonging and Ownership
3. Youth Develop Self-Worth
4. Youth Discover Self
5. Youth Develop Quality Relationships with Peers and Adults
6. Youth Discuss Conflicting Values and Form Their Own
7. Youth Feel the Pride and Accountability that Comes with Mastery
8. Youth Expand Their Capacity to Enjoy Life and Know that Success Is Possible

To achieve all these however, we must reflect further on the elements of our initial definition and consider that, youth development may embody one or all of the following ideals[3]:
- Youth Development is a **Process** ... of human growth through which adolescents move from being taken care of – to taking care of themselves and others.

---

[2] The University of Minnesota – "Keys to Quality Youth Development", adapted from works of Gisela Konopka (1973) and Karen Pittman (1991) http://www.extension.umn.edu/distribution/youthdevelopment/DA6715.html
[3] More materials, discussions, and tools available from Youth Development Strategies, http://www.ydsi.org/ydsi/what_is/index.html

- Youth Development is an **Approach** ... where policy, funding, and programming are directed at providing supports to young people as they build their capacities and strengths to meet their personal and social needs.
- Youth Development is a **Set of Practices** ... that adults use to provide youth with the types of relationships and experiences needed to fuel healthy development.

How this module is organised

The are two sub-modules. Each sub-module can be organised as a stand-alone course.

Module 1.1: Introduction to Youth Development Practice raises questions around the fundamentals of youth work. Discussions will explore the definitions and contexts of young people and youth workers and professional practitioners. A key area of discussion will be on youth work ethics and its impact of youth development programming. This section will touch more on the **people** and **processes** in youth development. Your moderator, Andrew Tandeo, with his vast experience and practice in this field has prepared a discussion brief to help you start the online sessions.

Module 1.2: Creating an Enabling Environment: Youth Policy and Advocacy, speaks for itself. Discussions will center on the relevant environment needed for youth development to succeed. Discussions will explore the necessary policies and programmes needed and some of the approaches need to ensure these outcomes. This section will touch more on the **institutions** and **systems** in youth development. Your moderator, Nellie Munala, with her vast experience on this theme has structured a series of discussion pointers during the online sessions. Her discussion brief is a must-read and must-digested piece.

General Recommended Readings:

Pittman, K.J. & Zeldin S., (1995). *Premises, Principles and Practices: Defining the Why, What and How of Promoting Youth Development through Organizational Practice,* Washington DC, Academy for Educational Development

Training Youth Workers at the Community Level: A Resource Kit, (1996). Washington DC, Academy for Educational Development

Gambone, M.A., Klem, A.M. & Connell, J.P. (2002). *Finding Out What Matters for Youth: Testing Key Links in a Community Action Framework for Youth Development.* Philadelphia: Youth Development Strategies, Inc., and Institute for Research and Reform in Education.

Connell, J.P., & Gambone, M.A., (2000). Youth Development In Community Settings: A Community Action Framework. Philadelphia: Youth Development Strategies, Inc., and Institute for Research and Reform in Education.

Module 1.1: Introduction to Youth Development Practice

A discussion paper by
Andrew Tandeo

Welcome to module 1.1! This exciting and interesting module offers you an excellent opportunity to prepare as youth development practitioners before engaging with young people, particularly entrepreneurship development interventions. We get to define youth at three levels- age, ability, and status and behaviour. Once we define youth, we dare ourselves to examine their rights and how they are linked to the idea of decent work. Youth development practice is all about building a trusting relationship with young people. Again, it allows us to ask ourselves what the best principles of practice are and invites us to reflect on what is "OK" in this relationship. We will end our session with exploring power and influence as the most useful resources in unlocking their potential as successful entrepreneurs' and contributors to national economy.

Course Outline:

The course is divided into five sections and is delivered over a period of three days.

- Definition and dynamism of young people
- Rights of young people
- Decent work
- Code of Ethics and Conduct
- Young People Power and Influence

Aim of the course:

To Introduce the Fundamentals of Youth Development Practice to Participants.

At the end of this session, you should be able to:

- define "youth" and explain the dynamics of young people
- explain the rights of young people, especially to decent work
- explain the best principles of practice and conduct in youth development practice and
- understand young people's power and influence.

Day One: Definition and Dynamism of Young People

Definition of Youth

Welcome to Day one, we will discuss the definition of youth and look at their dynamism. To start with I invite you to define youth in your own words and briefly write on their dynamism.

Discussion: I am sure most of you defined youth by age, ability, is able for example, if a youth is able to perform tasks for adults he or her is deemed to be an adult especially in the rural context and status and behaviour. We all know that in this course we come from different countries with different definition of youth by age. For example, in Tanzania a youth is defined as 15-35 years , Zambia 18-35 years, Namibia 15- 35 years, to mention a few. Just as countries differ in defining youth by age, so do organizations. For instance, Commonwealth Youth Programme defines youth as 15-29 years, United Nations 15-24 years and African Union 15-35 years. This suggests that there is no universally agreed definition of youth.

What have you observed from our discussions?

- Across countries, a youth is defined by age
- Definition of youth differs from place to place
- Different organizations define youth differently

Take time to think through why youth is mostly defined by age. What are possible reasons? Some of the possible reasons you could have come up with may include:

- Statistical use
- For Planning purposes
- Delivering youth specific developmental programs/project

However, youth can also be defined by functional (ability) and socially constructed ideas (status and behaviour). A case study below demonstrates this.

What can you learn from the case study above?

One of the things you notice is that though age is the commonly used criteria of defining youth, there are functional definitions that classify youth in terms of ability to perform certain tasks reserved for adults rather than age. On the other hand, youth can be defined socially with the notion that youth has nothing to do with age or ability than status and behaviour.

Dynamism of Young People

We have successfully dealt with the definition of youth. Let us now shift our attention to the dynamism of the young people we will be working with. Let us start by asking ourselves a question. Are young people the same? The possible answer could be NO. Let us introduce two concepts here, homogenous and heterogeneous.

- *Homogenous:* as you work with young people remember that they have similar traits. i.e., energetic, vibrant, etc.
- *Heterogeneous:* as you work with young people, be aware of their heterogeneous nature. Let us look at some of the things to illustrate the heterogeneous nature of young people:
  - some come from well to do families, others do not;
  - some are in school, others are not;
  - some have children of their own, others do not;
  - some face the difficulties of living with HIV and AIDS or caring for people who are infected;
  - some have formal businesses, others do businesses in the streets and still others do not do business at all.

This heterogeneous nature of young people requires you to have some basic skills and knowledge in the following areas:

- Empathy- ability to put yourself in the shoes of young people to better understand them and effectively work with them on entrepreneurship activities;
- Communication- ability to clearly communicate the principles of fairness, equality, participation regardless of socio-economic status, religion, race or colour, gender, HIV status, and political affiliation;
- Conflict management- ability to manage diversity, aware of possible potential for conflicts and handling conflicts when they arise both at personal and group level.

Key Lessons to Carry Home

Under this session we have learnt the following:

- There is no universally agreed definition of youth;
- Age is a common criteria of defining youth and that the definition of youth differ from place to place, and organization to organization;
- Age criteria is useful in national statistics, planning and delivering youth development programmes;
- In other settings especially rural areas youth is defined by their Functionality (ability) to assume adult roles, as well as by socially constructed (status and behaviour) in

society
- Young people are not necessarily homogeneous (Same) but heterogeneous (Different)
- Certain Skills are necessary to manage young people's heterogeneous nature - empathy, communication and conflict management.

Day Two: Young Peoples' Rights and Decent Work

Welcome to day two of our training! Today we shift our focus to young peoples' rights and decent work. Under this section, we will discuss rights as they relate to young people and employment/livelihoods.

Discussion: Before we engage in our discussion take time to define rights and decent work in your own words and bring your definition to discussions.

Young people's rights are Human rights that we all share; they are about recognising the value and dignity of all young people. Let us explore the world's agreed basic rights. Basic rights that people from around the world have agreed on are as follows:

- the right to life
- freedom from torture and other cruel and inhuman treatment
- right to a fair trial
- right to free speech
- freedom of religion
- right to health, education and an adequate standard of living.

What are two instruments that speak to young people's rights? Take time to search for these documents and establish the difference. You probably found the following two documents:

- United Nations Convention on the right of the child (CRC); which was adopted in 1989. The Convention sets out, among other things, children's right to education, health care and economic opportunity; protection from abuse, neglect and sexual and economic exploitation; and
- African Youth Charter (AYC); which was adopted in 2006. States Parties of the African Union to the charter urged to recognise the rights, freedoms, and duties enshrined in the charter.

Note: The differences between the two documents are that:

- CRC is basically based on the child's welfare and protection;

- AYC is based on youth development approach.

Let us now turn to the issue of decent work. By now you should have defined it and compared with the International Labor Organization's (ILO) core definition of decent work.

Let us look at how ILO defines decent work. According to ILO, decent work is: "*opportunities for women and men to obtain decent and productive work in conditions of freedom, equity, security and human dignity*".

Now that we have got our own definition and core definition of decent work, we can identify Four Pillars of decent work, but the most important to you is **Employment Creation and Enterprise Development**. The following are the pillars:

- Employment Creation and Enterprise Development
- Social Protection
- Standards and Rights at Work
- Governance and Social Dialogue

Key Lessons to Carry Home:

Under this section, we have learnt the following:

- Young people's rights are human rights that we all share, and that they are about recognising the value and dignity of all young people;
- Basic Human Rights, are rights that people from around the world have agreed on and that we need to promote and uphold;
- Two documents that promote young people's rights are CRC and AYC, and the difference between the two documents are that, CRC is basically based on the child's welfare and protection, while AYC is based on youth development approach;
- Decent work is about opportunities for women and men to obtain decent and productive work in conditions of freedom, equity, security and human dignity; and
- Identified four pillars of decent work - Employment Creation and Enterprise Development, Social Protection, Standards and Rights at Work, and Governance and Social Dialogue. Your attention is specially called the Right to **Employment Creation and Enterprise Development.**

Day Three: Code of Ethics and Conduct, Young Peoples' Power and Influence

Welcome to day three the last day of our training in module one. We will discuss the common approaches to youth development practice and explore the code of conduct that you will need to adhere to when working with young people.

Code of Ethics and Conduct

Discussion: Most of you may have already had the experience of working with young people. Not all of us may consider ourselves as Youth Development Practitioners or Youth Workers. We may not be aware of the best principles of practice in youth development. Principles are simply aspirations that we strive to achieve whenever we are working with young people, while the code of conduct is mandatory behaviour that is punishable if breached. Let us first look at the practice. We shall focus on three common approaches to youth development as stated below:

- See ourselves as knowledgeable partners rather than mere experts in our work with young people; but see young people as resource and partners;
- We avoid control of access to information and control of people by specialist language (Jargon); instead we use the language that young people understand and identify with;
- Work co-operatively with other professionals and other agents rather than competing with them, to ensure the best outcomes of young peoples' entrepreneurship activities.

Some of the values you ought to adhere to and defend when working with young people include:

- **Responsibility:** it is your duty to take ownership for the decisions you make or fail to make, the actions you take or fail to take, and the consequences that result from your actions and/or inactions as you work with young people;
- **Respect:** it is your duty to show a high regard for yourself, others, and the resources entrusted to you for the purpose of youth development interventions including towards youth entrepreneurship activities;
- **Fairness:** it is your duty to make decisions and act impartially and objectively. Your conduct must be free from competing self-interest and prejudice as you deliver entrepreneurship training to young people;
- **Favouritism and Discrimination:** you do not reward or punish, or award or deny opportunities based on personal considerations. This is critical in the training class as well as before and after the training.
- **Honesty:** it is your duty to understand the truth and act in a truthful manner both in your communications and in your conduct.
- **Boundaries:** This means that your relationship is a professional relationship, intentionally limited to protect and advance young peoples' interest. We do not give

gifts to youth or receive gifts from them, we do not give our personal numbers or home addresses to youth, and we do not get youth's personal numbers or home addresses; .we do not engage in sexual relationships or abuse, we do not hang out with young people after work hours in bars or night clubs, and we do not align ourselves to a particular political party during our interaction with young people.

Furthermore, Commonwealth Youth Programme (CYP) has identified three principles that are central to the practice of all youth development work. These principles ensure that, as a Youth Worker, your actions are:

- Enabling
- Ensuring and
- Empowering

You need to apply the above principles to the young people you work with.

Note: You can read more on this principle on the Commonwealth Website; in Module 3 of the Commonwealth Diploma in Youth Work: Principles and Practice of Youth Development.

As we wind-up today's training, let us quickly think of some of the attributes that make young people powerful and influential. Some of the attributes you came up with may include the following:

- Dynamic character, they easily adapt and move with the changes;
- Creativeness, they have the ability to be creative and this is a good resource for taping in entrepreneurship activities;
- Readiness, they are always ready to engage on meaningful activities that enhance their lives, and this is an opportunity to engage them in entrepreneurship activities; and
- Energetic, they are full of energy that can be channelled into productive activities such as entrepreneurship.

This means that young people are active and they could be easily engaged in productive activities such as economic, political, social, cultural and technological.

Key Lessons to Carry Home

As we conclude our training, under this section we can pin-down some of the key points to carry home. The following are the points worthy to note and carry home:

- The best principles of practice in youth development; Youth Workers are partners

and not experts, we use language that young people understand and identify with, we work with other professionals in empowering young people;

- Values you ought to adhere to and defend when working with young people- responsibility, respect, fairness, non-favouritism and non discrimination, honesty, and boundaries; and
- Young peoples' power and influence- dynamic character, creativity, readiness, and energy.

I hope you have enjoyed the training and hope to see you in Zambia in April!

Module 1.2: Creating an Enabling Environment: Youth Policy and Advocacy

A discussion paper by
Nellie Munala

Welcome to the 'creating an Enabling Environment: Youth Policy and Advocacy' session. It is my hopes that the discussions and engagements in this forum will assist us deepen our understanding on how we can utilize this information to promote youth entrepreneurship in our respective communities. I anticipate that the interactions will carry on long after the completion of this session for on-going peer support. I look forward to our active participation.

Objectives

1. To enable participants to familiarize with policy frameworks and structures that support effective youth development and in particular youth entrepreneurship
2. To identify key elements (good practice) in policy development and practice to enhance youth entrepreneurship
3. To enable participants identify key actors/partners in promoting enabling environment for youth entrepreneurship

Introduction

The session will attempt to elaborate/define the major working definitions utilised in the discussions, that is: **'enabling environment'** in regard to youth entrepreneurship, **'youth policy'** and **'youth enterprise'**. The session will discuss key indicators that can facilitate an enabling environment for youth entrepreneurship to effectively occur. The discussions will then narrow down to one of the major indicators that support youth entrepreneurship – policy framework – this will lead to identifying good practices in policy formulation on youth entrepreneurship. A question is posed **'Can youth entrepreneurship occur/flourish in the absence of an enabling framework in place?**

The discussions will lead to identifying opportunities as well as challenges in youth policy development and practice in regard to youth entrepreneurship. From participant's experiences and contributions, the session will be able to collate good practices in youth policy development and practice/implementation. This will facilitate development of a 'reference guide' in policy development for use by youth development practitioners.

Through experiential knowledge participants will contribute towards identifying other policy and structural frameworks that support youth entrepreneurship and key actors that can assist in establishing/strengthening policy and structural frameworks depending on the environment. Roles that key actors can play in promoting an enabling environment for youth entrepreneurship and youth development in general. The discussion will lead to a second reflective question: **'what role can I, as a facilitator, play to help increase young people's contribution to employment creation?** After completion of the session it is hoped that the interaction will continue which will lead to an e-peer group to support on-going discussions on good practices facilitating creation of enabling environment for youth entrepreneurship.

Definitions
For purposes of the session discussions the following are working definitions in regard to youth entrepreneurship that will frequently be used in the discussions;

1. Enabling environment (for youth entrepreneurship)
   Supportive policy and structural framework(s) that allow for (a) easy start-up of businesses by young people, and (b) businesses owned by young people to flourish and contribute to wider community/national development

2. Youth policy
   It's the end result of a process during which Governments and other institutions recognize that a particular youth development need or problem exists and then their intention to do something about it. These expressions of general concern and the guidelines for action that follow are the essence of the policy.

3. Youth enterprise
   An enterprise/business venture (generally a Small Medium Enterprise) run by young people.

Issues in 'enabling environment'; Youth policy
Creating an enabling environment for youth entrepreneurship is essential for effective youth and national development.

a) Holistic approach to creating an enabling environment

An enabling environment for youth entrepreneurship consists of a number of variables which include policy frameworks, resources (both funds and human), access to raw materials and markets, lending institutions (structures), training opportunities etc. An increasing number of young people enter into self-employment to gain a livelihood – often with limited skills and barely any knowledge of the prevailing entrepreneurship environment to help sustain these livelihoods.

b) Dis-integrated youth policies

While a majority of youth policies globally and locally identify that youth unemployment is on the rise therefore requiring actions to address the situation, there is often a lack of integrated approach to policy in this area. Lack of integration contributes to absence of regular and robust evaluation. An effective policy framework has to have a set of programmes that directly address a number of interrelated themes.

At this juncture I request us to do some 'baseline survey' on youth enterprise policy frameworks that exist in our countries and their operationalisation. Use these prompts to carry out your survey, you may also need to contact offices responsible for youth affairs development or entrepreneurship nearest you.

> i.   Does your country have a national youth policy, if so does it identify youth entrepreneurship as a key element towards national economic development?
> ii. What other national policy frameworks are in place to compliment the national youth policy or employment/entrepreneurship policy? Are the policies working in tandem?

Prepare to share the results of your survey with other participants during our next online discussions.

Key elements in youth entrepreneurship policy

A comprehensive policy can provide solid basis for effective action to address many entrepreneurship needs of young people. Policies have to address the 'real' needs of that particular concern. Some examples of key elements that address the concerns of youth entrepreneurship are; gender differences, marginalized groups, segment youth population needs e.g. 15 – 19, 20 – 24 as well as level of involvement of youth. This is not an exhaustive list of key elements to look out for in a youth entrepreneurship policy however I wish to draw us back to our discussions on **'dis-integrated youth policies'** above and the emphasis that policies have to be complimented by programmes on the ground that address the needs identified.

If you have a copy of your youth policy or entrepreneurship policy it will help you prepare for the next assignment;

Question: what improvements would you suggest?

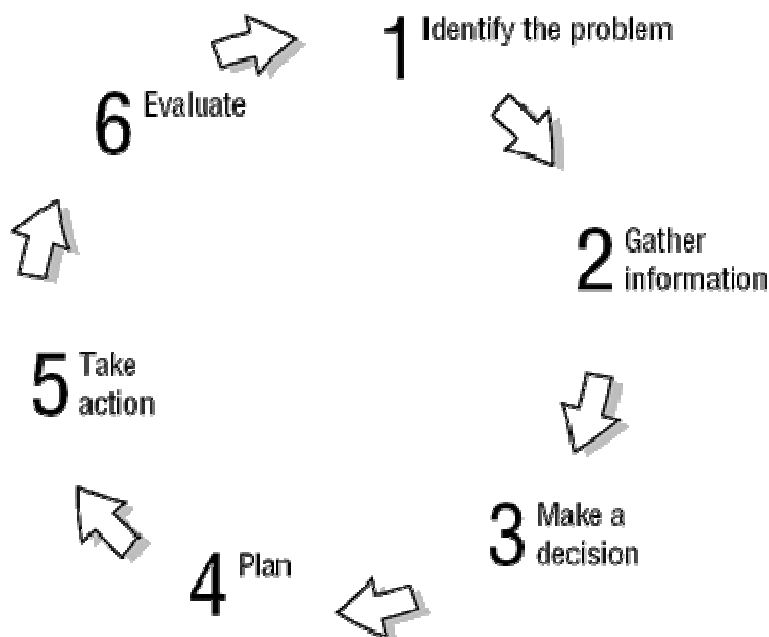Prepare to share your thoughts in our next online discussions.

This brings us to work on policy advocacy ...

Advocacy for Youth Policy Development

Definition:

Advocacy is speaking, acting or writing on behalf of the perceived interests of a disadvantaged group or person to promote, protect and defend their welfare and social justice.

Advocacy Cycle

Key Elements in Advocacy

1. **Identify the problem:** what is the real cause of the situation? Why do you and others want to try to change things? Could the situation be changed through advocacy
2. **Gather information:** find out all the information possible about the situation e.g. the problem, possible solutions, targets, opportunities, supporters and opponents, risks and advantages
3. **Make a decision:** a decision whether or not to take action has to be made.
4. **Plan:** once decision is made, work out a clear plan of action to include; the problem, objectives of advocacy work, important people to the cause, methods, time schedule, possible risks, responsibilities, measures of success
5. **ACT**

Policy framework: a Tool for Development

Inclusive policy frameworks and functional youth development structures are necessary tools to support the implementation of youth entrepreneurship. In the absence of the above tools it is important that strategies on establishing and developing policy and structural frameworks are in place. Governments, young people and cooperating partners therefore have different roles to play in efforts towards developing or strengthening policy and structural frameworks for effective youth entrepreneurship.

Different advocacy strategies have worked for different circumstances. In the case of policy development, in many instances, providing evidence based information on the matter and linking it to a specific priority area in a community/national development framework assists in getting policy development work done.

> You may have been part of an advocacy campaign that led to the development of a particular policy:
>
> a) how did the process unfold
>
> b) what role did you or your organization play?

Read the following literature on successful advocacy strategies.

Assignments
1. Provide examples of an 'enabling environment in your respective countries/communities'
2. How successful has an enabling environment facilitated creation of job opportunities and wealth or reduced youth unemployment?
3. What strategies can you employ as a facilitator to contribute to creating an enabling environment in your respective community/country

Key points

Throughout the session we have looked at;
- Communicating the module objectives,
- Defining the core elements of discussion, that is, 'enabling environment' youth policy', 'advocacy' and 'youth entrepreneurship'.
- The central role that a youth policy plays to facilitate an enabling environment and the significant role that each individual can play to contribute to enhance young people's contribution to employment creation.
- Key elements and good practice(s) in youth entrepreneurship policy frameworks
- The importance of youth policy advocacy to enhance its development and effective implementation and;

- Key elements/steps in an advocacy cycle

Conclusions

Thank you for participating in the 'creating an enabling environment: youth policy and advocacy' session. It is my hope that you will be able to apply the learning's from the discussions, interactions and readings to your respective situation. I trust that the process has stimulated your thinking and practical actions towards understanding and facilitating creation of enabling environments for youth entrepreneurship through policy frameworks.

Web Resources

www.thecommonwealth.org
www.oecd.org
http://sme-centre.massey.ac.nz
www.youth-policy.com
www.ilo.org
www.qada.org.au
http://tilz.tearfund.org

for Further Information, CONTACT:

Naomy Lintini
ILO – Lusaka Office
Email: lintini@ilo.org
Tel: (260) 211 25 7158

Victor P. K. Mensah
CYP Africa Centre
Email: vmensah@cypafrica.org.zm
Tel: (260) 211 294106

International Perspectives in Youth Entrepreneurship Training
www.bit.ly/ipyet | ipyet@cypafrica.org.zm | January - April 2011 | Zambia